

→ Levels of Technology Integration into the Curriculum

Characteristics of the Learning Environment ↓

Technology Integration Matrix	Entry Teacher uses technology to deliver curriculum content to students.	Adoption Teacher directs students in the conventional use of tool-based software. If such software is available, this level is recommended.	Adaptation Teacher encourages adaptation of tool-based software by allowing students to select and modify a tool to accomplish the task at hand.	Infusion Teacher consistently provides the infusion of technology tools with understanding, applying, analyzing, and evaluating learning tasks.	Transformation Teacher cultivates a rich learning environment, where blending choice of technology tools with student-initiated investigations, discussions, compositions, or projects, across any content area, is promoted.
Active Students are actively engaged in educational activities where technology is a transparent tool used to generate and accomplish objectives and learning.	Active: Entry Students receive content through the use of technology or use technology for drill and practice type activities.	Active: Adoption Students occasionally use specified technology tools to plan or create end products.	Active: Adaptation Students choose or modify the technology-related tools most appropriate for developing learning tasks.	Active: Infusion Students focus on learning tasks, and purposefully combine technology tools to design desired outcomes based on their own ideas.	Active: Transformation Students seamlessly organize the learning tasks and formulate products, discussions, or investigations using any appropriate technologies available.
Collaborative Students use technology tools to collaborate with others.	Collaborative: Entry Students primarily work alone in highly structured activities, using technology.	Collaborative: Adoption Students are allowed the opportunities to utilize collaborative tools in conventional ways.	Collaborative: Adaptation Students have opportunities to select and employ technology tools to facilitate and enhance collaborative work.	Collaborative: Infusion Students select technology tools to facilitate and enhance collaboration in all aspects of their learning.	Collaborative: Transformation Students seamlessly use technology tools to globally collaborate with peers and experts.
Constructive Students use technology to understand content and add meaning to their learning.	Constructive: Entry Technology used to deliver information to students.	Constructive: Adoption Students begin to use constructive technology tools to build upon prior knowledge and construct meaning.	Constructive: Adaptation Students have opportunities to choose and manipulate technology tools to assist them in molding their understanding.	Constructive: Infusion Students make connections with technology tools to construct deeper understanding across disciplines.	Constructive: Transformation Students use technology to construct, share, and publish new knowledge to an appropriate audience.
Authentic Students use technology tools to solve real-world problems meaningful to them, such as digital citizenship.	Authentic: Entry Students use technology to complete assigned activities that are generally unrelated to real-world problems.	Authentic: Adoption Students are allowed opportunities to employ technology tools to connect content-specific activities that are based on real-world problems.	Authentic: Adaptation Students have opportunities to select and utilize the appropriate technology tools and digital resources to solve problems based on real-world issues.	Authentic: Infusion Students select appropriate technology tools to complete authentic tasks across disciplines while modeling digital etiquette and responsible social interactions.	Authentic: Transformation Students participate in meaningful projects that require problem-solving strategies, and facilitate global awareness, through the utilization of technology tools.
Goal Directed Students use technology tools to research data, set goals, plan activities, monitor progress, and evaluate results.	Goal Directed: Entry Students receive directions, guidance, and feedback from technology, rather than using technology tools to set goals, plan activities, monitor	Goal Directed: Adoption From time to time, students have the opportunity to use technology to either plan, monitor, or evaluate an activity.	Goal Directed: Adaptation Students have opportunities to select and modify the use of technology tools to facilitate goal-setting, planning, monitoring, and/or evaluating specific activities.	Goal Directed: Infusion Students use technology tools to set goals, plan activities, monitor progress, and evaluate results throughout the curriculum.	Goal Directed: Transformation Students engage in ongoing metacognitive activities, with reflection or connected purpose, supported by technology tools.